Virginia Department of Education

Using PPICS for Data Collection: Federal Reporting Requirements

21st Century Community Learning Centers (21st CCLC) Grant
New Coordinators' Academy
October 2-3, 2012

First Things First:
What is PPICS?

➢ "PPICS" stands for *Profile* and *Performance Information* Collection System

➢ *Profile*

- PPICS asks you to submit "Grantee Profile" information—basic information about your grant and centers.

➢ *Performance Information*

- PPICS asks you to submit program data for each year your grant was in operation. "Annual Performance Reports" (or APRs) are collected every year.

First Things First:
What is PPICS?

➢ Think about PPICS in terms of two main "modules":

- The Grantee Profile (keep up to date!) **Grantee Profile**
- The APR (fill one out each year!) **APR**

➢ To fulfill your reporting requirements, you will need to complete BOTH the Grantee Profile AND the APR.

➢ An APR must be completed *each* year your grant is active.

First Things First: Why Am I Being Asked to Report in PPICS?

There are two big reasons PPICS is necessary:

➤ Reason 1

- In 2001, the 21st CCLC program changed from being a *federally*-administered program to being a *state*-administered program.

- The federal government needed a way to continue to keep track of the program under state administration: So, as part of your 21st CCLC grant, you are required to submit program data to the Federal government.

- The web-based data collection instrument *PPICS* was established to collect 21st CCLC data.

First Things First: Why Am I Being Asked to Report in PPICS?

➢ Reason 2

- The U.S. Department of Education needs to be able to report on **Government Performance and Results Act (GPRA) indicators** for the 21st CCLC program.

LEARNING POINT
Associates™

PPICS Part 1: How Grantees Gain Access to PPICS

➢ 1. State staff need to complete a delegation form online (in PPICS), and submit the form to LPA. If you are a new grantee, make sure your state coordinator has completed this step.

➢ 2. Upon submission of the delegation form, LPA automatically sends an e-mail containing username and password information to the grantee **contact** (specified by the state).

➢ 3. The person specified as the grantee **contact,** upon receiving the e-mail, will then be able to log in to PPICS as a **grantee user**.

First Things First:
What is PPICS?

PPICS: The APR

The Annual Progress Report

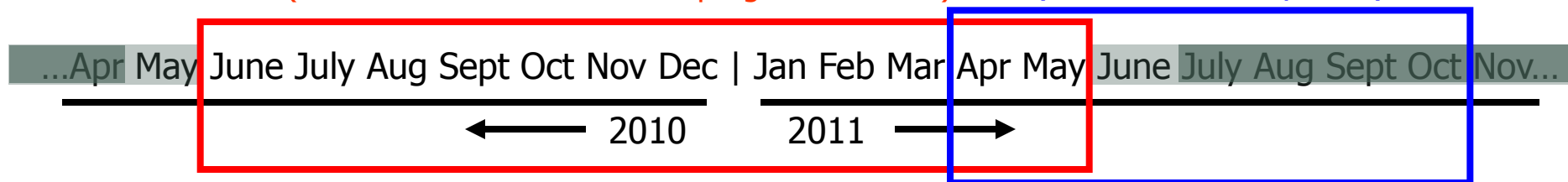| Home/Help | Grantee Profile | **APR** | Reports | Export Data |

APR: Overview

➢ The APR is an *annual report*—it is a report of what your program did during the past year.

➢ A single APR covers the preceding year's summer, the preceding year's fall, and this year's spring term.

"APR 2011"/"Reporting Period"
(exact dates based on school program calendar)

APR 2011 Data Entry
(exact dates set by state)

…Apr May June July Aug Sept Oct Nov Dec | Jan Feb Mar Apr May June July Aug Sept Oct Nov…

← 2010   2011 →

APR: Overview

➢ An APR needs to be completed for each 21st CCLC grant active *during the reporting period.*

➢ The APR asks for the elements that characterized program operation *during the reporting period* and outcomes obtained.

➢ The APR has up to three main sections:

- Objectives
- Centers (Made up of at least six sub-sections)
- Partners

LEARNING POINT
Associates™

APR: The Three Main Sections

APR: Objectives

Program Objectives:

Outlined below are the program objectives that your grantee identified when completing their Grantee Profile. *If grantees in your state have not been asked to complete a Grantee Profile, then objectives for this grantee will need to be added to the table.* In the "Status of Objective" column, please select the option that best describes the status of this objective at the end of the reporting period.

If there were program objectives that were associated with the activities a grantee undertook during the reporting period that are not listed below, please add that objective to the table.

If there were program objectives that were **not** associated with the reporting period but are listed in the table below, you can remove them from this year's APR by selecting the *Objective Not Associated with the Reporting Period* option from the Status of Objective dropdown menu. Once you save the information and return to the page the Objective in question will appear under the heading *Objectives for which APR data does not need to be submitted*.

Objectives for which APR data should be submitted:

	Objective Classification	Status of Objective
At least 50% of participants who attend at least 70% of sessions of the after school program will demonstrate an annual increase of at least 5 points in math and reading grades.	• Improve Student Achievement; • Reach Targeted Participation Levels in Core Educational Services • Offer a Particular Type of Activity or Service; • Foster Community	-- Select one -- -- Select one -- Met the stated objective Did not meet, but progressed toward the stated objective Did not meet and no progress toward the stated objective Unable to measure progress on the stated objective Revised the stated objective Dropped the stated objective entirely Objective Not Associated with the Reporting Period

LEARNING POINT
Associates™

APR: Centers/Operations

Weeks and Days of Operation
Complete the following questions by identifying the total number of weeks and days the center was open.

What was the total number of weeks the center was open during the school year?

What was the total number of weeks the center was open during the summer?

What was the typical number of days per week the center was open during the school yea

What was the typical number of days per week the center was open during the summer?

Add Comments

Save My Information

If you have any comments you would like to make about the interpretability of the instructions on this page or about the feasibility of obtaining or reporting the data requested in this section, please click on the following link entitled Comments for Learning Point Associates.

Comments for Learning Point Associates

LEARNING POINT
Associates™

13

APR: Centers/Staffing

Further guidance on classifying staff

To save the information you have added or updated, click on the **Save My Information** button at the bottom of the page.

Type of Staff Member	School Year		Summer	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former and substitute teachers)				
Center administrators and coordinators				
Youth development workers and other nonschool-day staff with a college degree or higher				
Other nonteaching school-day staff (e.g., librarians, guidance counselors, aides)				
Parents				
College students				
High school students				
Other community members (e.g., business mentors, senior citizens, clergy)				
Other nonschool-day staff with some or no college				
Other:				
Totals:				

LEARNING POINT
Associates™

APR: Centers/Attendance
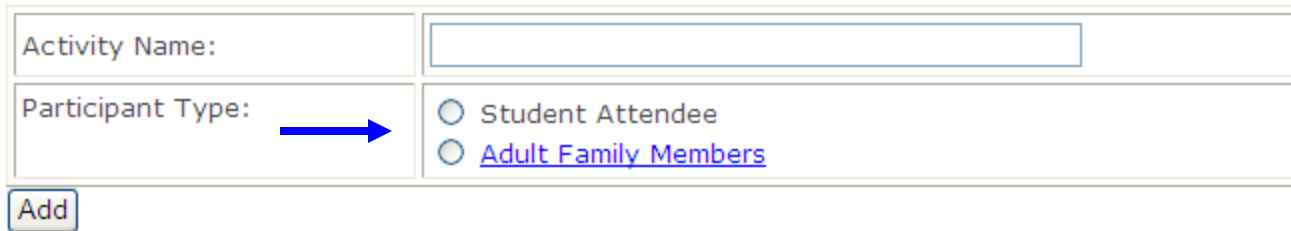
By Racial/Ethnic Group (Duplicates Allowed)		
Please Indicate the Total Number of:	**Total Student Attendees**	**Regular Student Attendees**
American Indian/Alaska Native		
Asian/Pacific Islander		
Black or African American		
Hispanic or Latino		
White		
How many students attending the center do you not have racial/ethnic group data for?		

APR: Centers/Attendance

➢ In addition to the "Racial/Ethnic Group Data section, there are several other "Student Characteristic" sections on the Attendance page:

- Gender
- Limited English Proficiency
- Free or Reduced Price Lunch Eligibility
- Special Needs or Disabilities
- Grade Level

APR: Centers/Activities (Individual Activities)

What information needs to be provided for the APR module – Outcome Data

➢ States have been afforded three impact-category options that can be selected to comply with federal reporting requirements:

- Changes in **Grades**
- Changes in **State Assessment Results**
- Changes in Student Behaviors, based on **Teacher Surveys** (LPA's Teacher Survey)

What information needs to be provided for the APR module – Outcome Data

➢ States have options with regard to the new Regular Attendees page (individual student data collection).

➢ States can choose to collect outcome data using **Impact Gradation**—outcome data are reported in attendance ranges:

- 30 to 59 days
- 60 to 89 days
- 90 days or more

The Regular Attendees Page: What is it?

➢ What is the Regular Attendees page?

- A *method* of collecting data; data are collected at the student level

- On the Regular Attendees page, you will report *impact category* APR data—grades, state assessments (current or cross-year), and teacher surveys

  - Outcome data are reported *only* for regular attendees:

  - Hence "Regular Attendees" page.

Getting to the Regular Attendees Page

The Regular Attendees Page (Main)

Methods for Entering Regular Attendee Data: A Very Important Interlude

➢ The three methods available are for the user's convenience only: they do NOT reflect additional data entry pages in PPICS.

Regular Attendee Data

Method A   Method B   Method C

Regular Attendees Page in PPICS

LEARNING POINT
Associates™

Methods for Entering Regular Attendee Data

Method A: The Spreadsheet

Method A: The Spreadsheet

Method B: Individual View
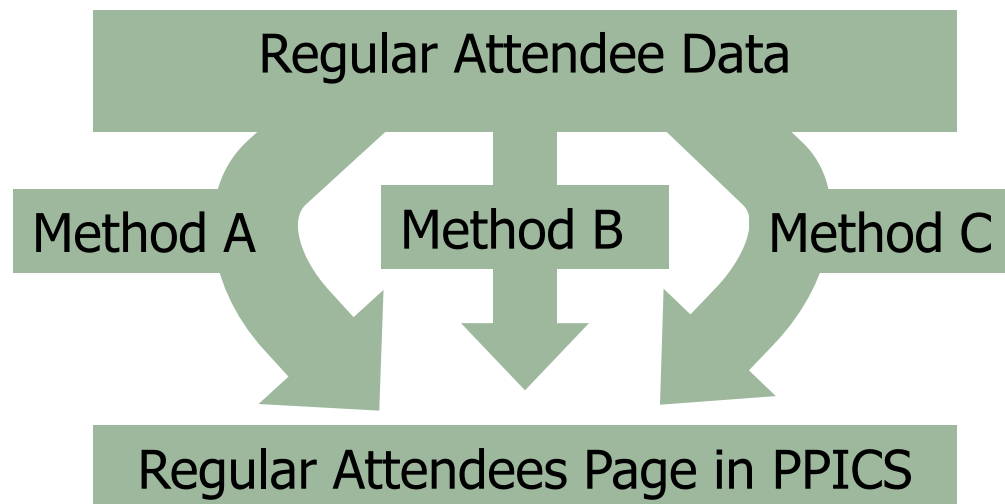
Enter Individual Attendee Information

Note: Multiple methods can be used.

Method A: Add or modify regular attendee data using a spreadsheet.

Download Spreadsheet

Upload Spreadsheet

Method B: Add or modify one regular attendee at a time via web interface.

Enter Information Individually

Method C: Add or modify several regular attendees at a time via web interface.

Enter Information for All Attendees
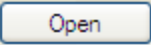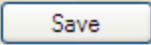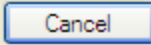
Individual Attendee Tools

Individual Attendee Information Data Element Capture List

Completion Summary

Method B: Individual View

Method B: Individual View

➢ May be a more viable option for those uncomfortable with the upload process

➢ Also a straightforward method to edit individual records that were initially added to PPICS by using the upload spreadsheet option associated with Method A.

➢ This method contains a search option that allows grantees to search for an individual student using the Attendee ID.

➢ Application of validation parameters indicating if data is problematic in some way is immediate.

Method C: All-Attendees View

Regular Attendees Page: Completion

➢ Once all data has been entered correctly and the number of regular attendees is the same on both the Attendance page and the Regular Attendees page, the Regular Attendees page will be complete:

Method A: Add or modify regular attendee data using a spreadsheet.

Method B: Add or modify one regular attendee at a time via web interface.

Method C: Add or modify several regular attendees at a time via web interface.

Download Spreadsheet ✓

Enter Information Individually ✓

Enter Information for All Attendees ✓

Upload Spreadsheet ✓

LEARNING POINT
Associates™
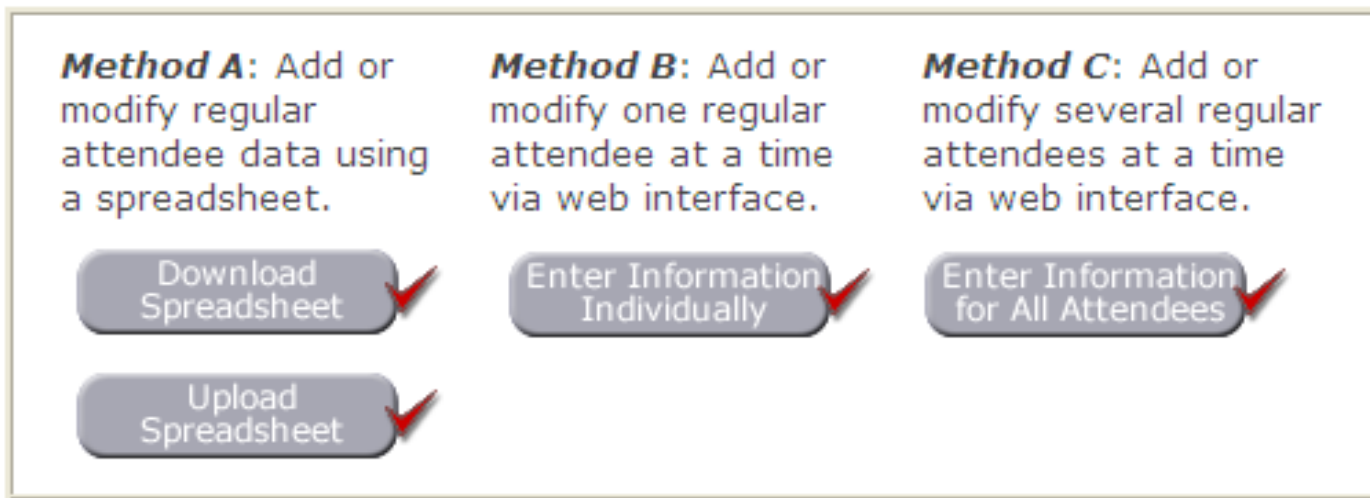
The Regular Attendees Page: Reports and Data Access

➢ All individual student data can be accessed and downloaded (in entirety) from the Export data tab. These exports are in excel format with variable headings as they appear on-screen.

➢ This makes possible a far more robust kind of analysis than was possible with aggregated data.

APR: Partners

What information needs to be provided for the APR module — Certification

Checking and Using Your PPICS Data

Checking and Using Your PPICS Data

APR Programming and Results Comparison Reports **NEW!**

GPRA Summary

Figure 1.1 The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.

	2006-2007	2007-2008
National	73.16	75.20
State	76.18	80.48
Grantee	97.65	88.33
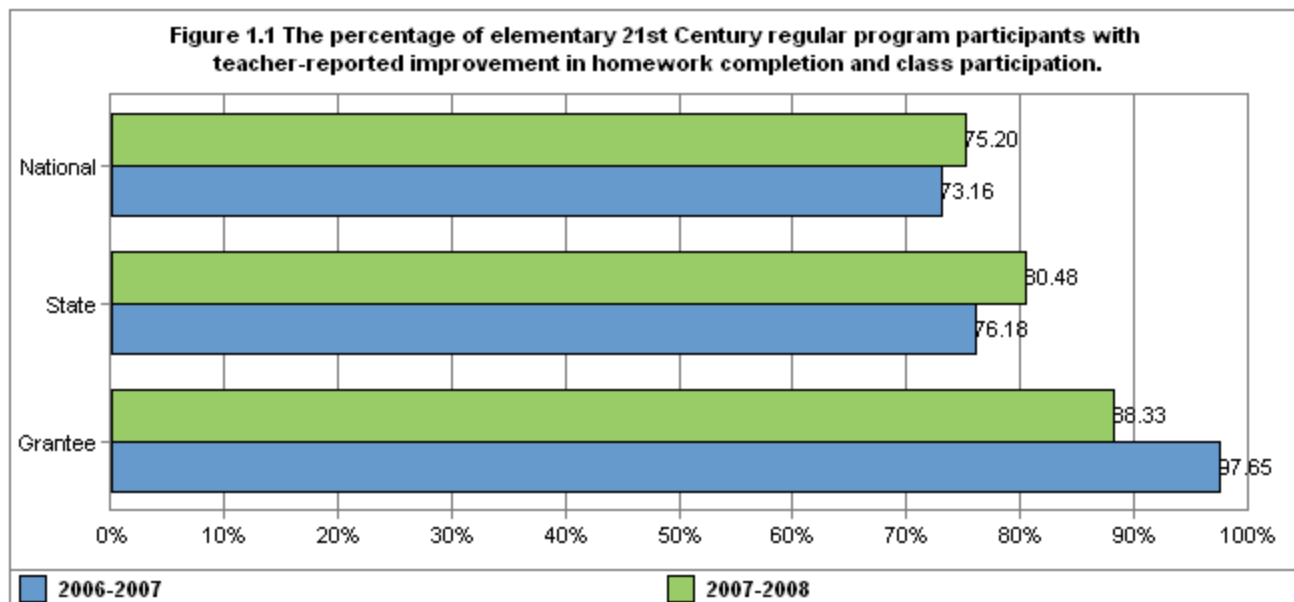
Of this Grantee's 1 center(s), 1 center(s) reported data for the 2007−2008 APR year.
Of this Grantee's 1 center(s), 1 center(s) reported data for the 2006−2007 APR year.

1.4 The percentage of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	81.12%	75%	70.4%

Checking and Using Your PPICS Data

Individual Activities

Percent of activity hours by activity category (School Year):

- Academic Enrichment: 21%
- Tutoring: 3%
- Homework Help: 21%
- Recreation: 43%
- Other: 12%

Figure 3.2. Activity Hours by Activity Category (School Year)
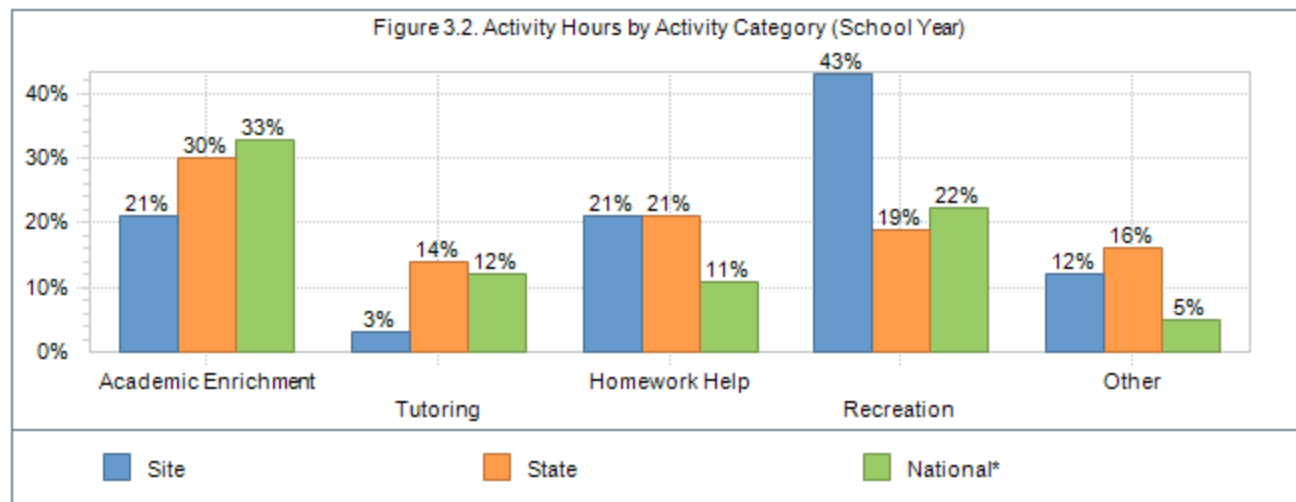
Note. National figures are based on individual activity data only (not all states collect individual activity data).

www.learningpt.org

LEARNING POINT
Associates™

Checking and Using Your PPICS Data

Funding by Participants Served			
Description: Funding levels and participants served indicate efficiency in service provision.			
	APR Year		
	2006	2007	2008
Award Amount*	$128,000.00	$128,000.00	$128,000.00
Total number of participants served (adults and students)	114	89	113
Number of students served	114	89	113
Total number of regular attendees (students)	68	63	71
Total hours of operation (summer and school year)	354	324	208
Cost per participant (adult and student)	$1,122.81	$1,438.20	$1,132.74
Cost per student participant (all student participants)	$1,122.81	$1,438.20	$1,132.74
Cost per student participant (regular student attendees)	$1,882.35	$2,031.75	$1,802.82
Cost per hour of operation (per site)	$361.58	$395.06	$615.38

LEARNING POINT
Associates™

www.learningpt.org

Checking and Using Your PPICS Data

Remember: *Accurate, Timely, Quality* data will help not only your own program, but the 21st CCLC program as a whole.

PPICS 102

QUESTIONS?

Or, if you have questions later…

➢ E-mail: 21stcclc@contact.learningpt.org

➢ Toll-free phone: 866-356-2711

➢ LPA goal is to respond to Help Desk requests within one or two business days.

LEARNING POINT
Associates™